

WVDE CTE STAFF USE

2013-2014 LEA PLAN REVIEW PROCESS
Online Analysis of Forms, Review Process with WVDE CTE Staff Review Role,
and County Review Checklist Procedures
May-June, 2013 Review

The Online LEA Plan for each county will be reviewed using the County Review Checklist and corrective action needed will be documented, disseminated to County CTE Administrators for corrections, and verified for completion. Forms will be reviewed as followed:

Form A – Statement of Assurances

Initial Review Process: Sherri Nash

1. Verify Superintendent completed digital signature.

Form B – Required Levels of Performance

Initial Review Process: Sherri Nash

1. Verify Superintendent completed digital signature.
2. Identify last year overall performance measure deficiencies and add data to individual County Review Checklist

Final Review Process: Ron Grimes

3. July 2013: Update new performance measure data

Form 1 – Use of Funds

Projected Total \$:											
Final Allocation \$:											
Action	School Countywide	Program Description	Concentration	Section 135 Activity	Amount of Federal Funds per 135 Activity	Salaries	Contracts	Equipment	Travel	Supplies	Other
Submit						Add					

Initial Review - Individual County LEA Plan Budgets Sherri Nash:

1. Verify Projected Total \$ Allocation is correct in accordance with the Fiscal Office Allocation amount.
2. Review each line entry to assure the following are identified:
 - School – County
 - Program - Description of the Expenditure
 - Concentration – if applicable to a specific concentration

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3. Appropriate Section 135 category is identified using “Required R1-R9” or “Permissive P2, P3, P16, P19” codes and is aligned with the description of the expenditure.
4. Expenditure amount is specified in the Amount of Federal Funds per Section 135 Codes.
5. Identify the \$ amount for each type of expenditure in each line item. Types include: Salary, contract, equipment, travel, supplies, and other. All administrative costs are reported under “Other” and P19 section 135 is to be identified.
6. Critically review expenditures and description narratives for Perkins compliance and clarifications needed using the Perkins Guide, Section 403.71 guidance on CTSO unallowable use of funds, and other resources <http://cfr.vlex.com/vid/71-additional-ways-used-leadership-19765548>, <http://www2.ed.gov/about/offices/list/ovae/pi/cte/perkins-iv-version3.pdf>, http://www.access.gpo.gov/nara/cfr/waisidx_09/34cfr403_09.html

Assure the following and note any discrepancies on the County Review Checklist:

- a. **Calculate 5% maximum on administrative expenditures.**
 - b. **Assure total administrative expenditures including direct and indirect costs does not exceed 5%. These expenditures should be designated as Section 135 code P19 administrative costs.**
 - c. **Assure expenditures do not include any CTE student organization costs.**
 - d. **Assure NO funds are used for ADULT expenditures.**
- Use of funds are prioritized for performance deficiency strategies. (Note: The Forms 1.2 – 1.10 strategies may address these deficiencies without requiring a monetary expenditure.)
7. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis & 2nd Review Process

Sherri Nash

Carl Calvert, Programmer, Exports ALL LEA data to Excel for Composite Analysis. Sherri Nash creates tables to analyze all funds by Section 135 code categories, description narratives, and cross check individual county LEA plans to assure compliance.

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- a. Determine allocations in the column to assure totals are in compliance.
 - b. Analyze school and composite funds by each Section 135 category (ie: Funding by Section 135 category for each school.
 - c. Funding analysis by Section 135 category and pie chart of R and P funding percentages (ie: x % of all allocations are for R1 activities).
 - d. Narrative analysis by Section 135 category to analyze activities (ie: can filter all narratives for a specific word – ie: student organization “conference” - and view all schools with this activity at a glance to determine Perkins compliance on disallowable travel, food, etc. OR filter for “Work Keys” and calculate composite \$ for all schools using “Work Keys” as an activity.)
8. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Final Review Process

Ron Grimes & Cindy Burkhamer

9. Ron Grimes will review Individual County LEA Plan Use of Funds, County Review Checklist corrective action needed, and the composite analysis tables.
10. Ron Grimes and Cindy Burkhamer will review the County Fiscal Report and the LEA Use of Funds type of expenditures to assure alignment.

Form 1.1 – Programs of Study

Review Process

Ron Grimes, Sherri Nash, Pat Givens

1. Concentrations identified on the Program of Study form 1.1 are reviewed in context of last year’s Approved Curriculum List Book, and inconsistencies are documented on the County LEA. Corrections needed are identified on the County Review Checklist
2. Assure:
 - a. If a new concentration is listed on Form 1.1, verify Forms 4 and 5 are completed for the approval process.
 - b. Concentration is eliminated on 2013-2014 list, verify Form 3 is completed to drop the concentration.
 - c. Concentration has been modified, verify Form 3 is completed for modification.
 - d. Option Pathway, Virtual, and IWRC programs are added to Form 1.1.

School	Concentration	WVEIS Conc Code	List Courses Offered In This Concentration	WVEIS Code	Required Elective	Edge Credit	Code Numbers of Industry Credentials Actually Planning to Provide Students
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3. Each concentration on the Programs of Study list is analyzed to assure:
 - a. Concentration is current and WVEIS code is correct.
 - b. The four required courses are identified and are accurate using the updated WVEIS Guidebook.
 - c. EDGE credit is indicated with a “Yes” selection.
 - d. Industry credential opportunities are identified for the concentration by credential number found in the Student Credentials guidelines posted online in the File Cabinet under online resources.
4. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.
5. Pat Givens will update 2013-2014 Approved Curriculum List after edits are completed.

Form 1.2 – Improving Academic and Technical Skills

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review County and School performance data to determine if any academic or technical deficiencies exist that need to be addressed with specific strategies:
 - a. WESTEST data
 - b. ACT Work Keys™ - Reading for Information, Applied Math, Locating Information
 - c. Global 21 (Educate WV) Technical Assessment
2. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

ABE
Academic Teacher Collaboration (HS)
Academic Teachers (at Career Center)
Career Academics
Career Academies
Differentiated Instruction
Freshman Academy
GED Options Program
Key Train
Interdisciplinary projects
Learning Styles
Literacy Training
Online Classes
Oral Presentations
Portfolios
Scheduling (Block, Modified, Period)
Senior Projects
Technology Resources (ie: Tooling U, Tech Steps)
Tutoring
WIN
Writing Across the Curriculum
WV Writes - CTE Prompts
Other (Add)

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3. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.
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Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.2 to:

- a. Quantify percentage of schools using specific strategies (ie: x % integrate academics into the curriculum).
- b. Identify all schools using a specific strategy correlated to performance (ie: list of schools encouraging rigorous academics).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives and correlate with actual ACT Work Keys and Global 21 CTE Performance Assessment results.

Form 1.3 – Professional Development

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

ACT Work Keys
Content Specific
County-required
CTE Administration
Data analysis
Formative Assessment
Global 21
High Schools that Work (HSTW)
I-CAR
Improvement Plans
Individual Professional Development Documentation Process
Industry Externships
Industry-specific
Instructional Walk Throughs - Data Analysis
Key Train
Lesson Plans
Lesson Plan Review Process/Feedback
Mentoring Process
National Conferences
NCCER
North Central Accreditation/Council Occupational Education (COE)
Professional Development Needs Analysis Conducted
Professional Development Team
Professional Learning Communities (PLC)
Special Needs Considerations
Tech Steps
Technical Centers that Work (TCTW)
Technology
Tooling U
Webinars

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WIN
WV Writes
WVDE Conferences
Other

2. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.3 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % professional development strategies).
- b. Identify all schools using a specific strategy correlated to performance (ie: % providing literacy professional development).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

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Form 1.4 – Consultation

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

Adult Programs – NOTE: WVDE Perkins Funds cannot be used for Adults
Advisory Committees
Awards Ceremony
Business/Industry Forum
Business/Industry Customized Training
Collaborations - Agency, Business/Industry
Community Involvement
Community Organization Involvement (ie: Rotary, Chamber)
Co-curricular Student Organizations
Edline
LSIC
Newsletters
Open House
Orientations
Parent Teacher Conferences
Parent Teacher Workshops
Postsecondary Collaboration
Promotional materials (Brochures)
Strategic Planning
Student Council
Surveys - Advisory Committees
Surveys - Business/Industry
Teacher Teams
Tech Prep Consortium
Web Page Communication
Workforce Investment Boards (WIB)
Other

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2. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.4 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % methods of consultation strategies).
- b. Identify all schools using a specific strategy correlated to performance (ie: % teacher teams).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

Form 1.5 – Program Evaluation

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

ACT Plan/Explore Data
ACT Work Keys
Assessment Data Analysis
Attendance
Completion analysis
CTE Data Profile
Data-Analysis
Discipline Data
EDGE Usage
Enrollment/Completion
Industry Certifications – Analysis
Instructional Walk-through
Labor Market Analysis
Placement Follow-up Process
Special needs completers
Strategic Planning Process
Surveys - Advisory Councils
Surveys - Business/Industry
Surveys – Students
Surveys – Teachers
Technology Resource Analysis
Tracking Individual Student Data
Trend Analysis
Westest Results
Other

2. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

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Composite data analysis will be conducted with all LEA Plan data on Form 1.5 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % completion analysis).
- b. Identify all schools using a specific strategy correlated to performance (ie: % trend analysis).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

Form 1.6 – Access, Nondiscrimination, and Support for Special Populations

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review Special Needs % for County and Schools
2. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

Accommodations Awareness Process
CTE Teachers Participate in IEP meetings
Community Literacy Tutoring
Data Analysis - Special Needs student achievement
Data Analysis - Special Needs student enrollment by concentration
GED Options Program
Modifications to facilities and equipment
Non-discrimination
Professional Development
Special Needs Resource Teacher On-Site
Tutoring
Vocational Assessment
Vocational Rehabilitation Collaboration
Other IWRC Virtual Classes

3. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.6 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % tutoring).

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- b. Identify all schools using a specific strategy correlated to performance (ie: % data analysis).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

Form 1.7 – Preparation for Non-Traditional Fields

Initial Review Process

Sherri Nash

School	Activity Number	Text
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1. Review County Non-Traditional data.
2. Review strategies selected from the drop down choice list by school and the description text narratives in context of non-traditional data:

Counseling and guidance to assist non-traditional students
Data-analysis - enrollment/gender
Incentives for non-trad students
Industry Certifications - Analysis
Occupational research
ONOW - Non-traditional occupations for women
Promotional materials - non-trad represented
Other

4. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

2nd Review Process

Carolyn Suppa, Non-Traditional Coordinator

5. LEA counties with non-compliance in non-traditional performance measures will be reviewed by Carolyn Suppa, Non-Traditional Coordinator to assure strategies are identified to address deficiencies.
6. Enter additional corrective actions if needed on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.7 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % completion analysis).

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- b. Identify all schools using a specific strategy correlated to performance (ie: % teacher teams).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

Form 1.8 – Career Guidance and Academic Counseling

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review completer numbers
2. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

ACT Plan & Explore Analysis
ACT Preparation
ACT Results
Business Computer Applications 1 (BCA) Integration with Career Awareness
Career Fairs
CFWV Use
College Visits
Counselor Meeting Participation
CTE Guidance Counselor – Onsite
CTE Job Coaches
CTE Middle School
CTE Visits (8th-10th)
Financial Aid Workshops
Individual Student Career Plan Review
Job Fairs
Links curriculum
My Strategic Compass Exploration
Parent Workshops
Summer Academy
Postsecondary Collaboration
Tech Prep Consortium
Transcript analysis
Workforce Transition
Other

3. Middle school strategies are identified.
4. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.8 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % CTE job coaches).
- b. Identify all schools using a specific strategy correlated to performance (ie: % Summer Academy).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

Form 1.9 – Improving CTE Staff Recruitment and Retention

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

Appreciation/Incentives
Classroom support
Competitive Pay
Competitive Stipends
Industry Externships/Shadowing
Professional Development Opportunities
Promotion/Advertising
Recruiting – Internet
Surveys - School Environment
Other

2. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.9 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % competitive stipends).
- b. Identify all schools using a specific strategy correlated to performance (ie: % industry externships).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

Form 1.10 – Preparation for High Skill/High Wage/High Demand for Special Populations

Review Process

Sherri Nash

School	Activity Number	Text
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1. Review Special Needs % for County and Schools
2. Review strategies selected from the drop down choice list by school and the description text narratives in context of performance:

Advisor/Advisee activities
Internships
Job Shadowing
Mentors
ONOW - Non-traditional occupations for women
Presentations - Community, Civic Organizations, Feeder Schools
Strategic Compass/Labor Market Analysis
Work Study Assignments
Other
IWRC

3. Enter all corrective actions identified to assure compliance to this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 1.10 to:

- a. Quantify percentage of schools using specific strategies (ie: pie chart of x % mentors).
- b. Identify all schools using a specific strategy correlated to performance (ie: % job shadowing).
- c. Identify prospective “promising practices” for innovative strategies contained within the narratives.

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Form 2a, b, c – Advisory Councils

Review Process

Sherri Nash

School	Concentration	Lname	Fname	Employment			
Position			Type	Address	City	State	Zip
Email	Race	Sex					

1. Review placement performance.
2. Review 2a data for County-Wide members, 2b data for School-Wide members, and 2c data for CTE concentration Advisory Council members for completion.
3. Enter missing information needed on this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 2 to:

- a. Identify % composition of types of advisory council members.
- b. Correlate placement performance % with % advisory council member type distribution.
- c. Develop an email distribution list for communication.

Form 3a – Concentrations to be Discontinued

Review Process

Sherri Nash

1. If a concentration is not listed on Form 1.1 Programs of Study and is listed on the 2012-2013 Approved Curriculum List, verify the concentration is listed on Form 3a. to be discontinued.

School	WVEIS Code	Level	Reason for Closure
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2. Assure the School, WVEIS Code, Level, and Reason for Closure is stated.
3. Enter missing information needed on this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 3a to:

- a. Analyze concentrations that are dropped and reasons for closure.

Form 3b – Modifications to a Concentration

Initial Review Process

Sherri Nash

1. If a concentration is not listed on Form 1.1 Programs of Study and is listed on the 2012-2013 Approved Curriculum List, verify the concentration is listed on Form 3a. to be discontinued or modified on Form 3b.

School	WVEIS Code	Level	Explain Modification
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2. Assure the School, WVEIS Code, Level, and Explanation for Modification is stated.

2nd Review Process

Appropriate CTE Instructional Staff Approval

3. Acquire approval and signature from CTE Instructional Staff for modification
4. Enter missing information needed on this section on the County Review Checklist for follow-up by the individual county CTE Administrator, updated, validated, and approved.

Composite Analysis

Sherri Nash

Composite data analysis will be conducted with all LEA Plan data on Form 3a to:

- a. Analyze concentrations that are modified and reasons for modifications.

WVDE CTE STAFF USE

Form 4 – Objectives for New CTE Curriculum & Form 5 Curriculum Description & Form 6 – Application for Approval of Equipment

Initial Review Process

Sherri Nash

Form 4

School	Concentration	WVEIS Code	Level	Secondary Enrolled	Upgraded Students	Post Graduate	Adult Prep	Hours Complete
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Contact Hours	Student Teacher	% Coop	% Simulated Work	% Employed Field	Advisory Committee Meetings
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Note: WVDE Perkins funds may not be used for Adults

1. If Forms 4-6 are entered for new concentrations, review data. If no forms are completed, note on the County Review Checklist form to assure there is no additional new concentrations.
2. Review New Concentration data for completion: school, concentration, WVEIS code, level, secondary enrolled, upgraded students, post-graduate, adult prep, hours completed, contact hours, student teacher, % co-op, % simulated work, % employed field, and advisory committee meetings.
3. Review facilities and equipment comments.
4. Review labor market narrative. Run labor market analysis in Strategic Compass.

Form 5

State Adopted	School	Concentration	WVEIS Code	Level	Units of Instruction	Hours
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5. Review school, concentration, WVEIS Code, level, units of instruction and hours.
6. Review if state approved curriculum is checked.

Form 6

School	Curriculum	WVEIS Code	Level	Local Funds Available	Funding Source	Description of Item	Quantity	Unit Cost	Total Cost
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7. If the LEA is requesting funds for equipment for new program, review school, curriculum, WVEIS code, level, local funds available, description, quantity, unit cost, and total cost.
8. Provide copy of Forms 4, 5, and 6 for new concentrations to appropriate CTE Instructional Staff for approval.

2nd Review

Appropriate CTE Instructional Staff Approval

9. Provide copy of Forms 4, 5, and 6 for new concentrations to appropriate CTE Instructional Staff for approval.
10. Acquire approval and signature from CTE Instructional Staff

Final Review

Ron Grimes & Pat Givens

11. Pat Givens will add to the online Approved Curriculum List.
12. Ron Grimes will analyze the Form 6 equipment requests and determine budget.

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Form 7 – Application for Approval Incentive or Other Special Project

Initial Review Process

Sherri Nash

1. If Form 7 is entered for approval incentive or other special projects, provide copy to Ron Grimes for review. If no forms are completed, note on the County Review Checklist form to assure there are no incentive or special project requests.

2nd Review

Ron Grimes

School	Curriculum	Level	WVEIS Code	Status	Type Request	Instructor	Salary	Fixed Costs
Fixed Costs	Supplies and Materials	Travel	Equipment	Other	Indirect Cost	Total		

2. Review the school, curriculum, level, WVEIS Code, Status, Type Request, Instructor, Salary, Fixed Costs, Supplies and Materials, Travel, Equipment, Other, Indirect Cost, and Total. **Indirect Administration Costs may not exceed 5%.**

Final Review

Ron Grimes & Cindy Burkhammer

3. Ron Grimes will process budget and communicate approval.

WVDE CTE STAFF USE

Form 8 – Application for Approval of Continuing Secondary Technical Education Concentrations (Secondary Teachers)

NOTE: State Fund Purposes

Initial Review

Sherri Nash

School Name	WVEIS Code	Instructor Name	Teacher Email Address	Days Employed	% Time (Ex: 100.00)	Four required courses offered during next two school years?	WVEIS Teacher Endorsement Codes
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1. Review data to assure teacher information is complete with school name, WVEIS code, teacher name, email, days employed. % time, determine if Teacher offers the four required courses or Non-applicable if the concentration is non-occupational, and teacher WVEIS endorsement code.
2. Carl Calvert will download all Form 8's into Excel.
3. Sherri Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

1. Ron Grimes will process budget and communicate approval.

WVDE CTE STAFF USE

Form 9 – Application for Approval of Continuing Adult Preparatory Concentrations (Adult Teachers)

**NOTE: State Fund Purposes
WVDE Perkins funds may not be used for Adults**

Initial Review

Sherri Nash

School Name	WVEIS Code	Employee Name	Position/Title	Program Name	Days Employed	% Time	Insurance Amount	Retirement Rate	Years Experience	Education Level	Salary
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1. Review data to assure teacher information is complete with school name, WVEIS code, teacher name, position title, program name, number of days employed, percent of time, appropriate insurance choice, retirement rate, educational level of the individual, and salary.
2. Carl Calvert will download all Form 9's into Excel.
3. Sherri Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

4. Ron Grimes will process budget and communicate approval.

WVDE CTE STAFF USE

Form 9a – Application for Approval of an Adult Preparatory Program

**NOTE: State Fund Purposes
WVDE Perkins funds may not be used for Adults**

Initial Review

Sherri Nash

Program	Tuition Per Student	Lab Fee	Application Fee	Books	Background Check	Cert Testing	Parking	Student Org Fee	Equipment or Other	Cost per Student	Nbr of Students	Total Cost of Students	Revenue Amount	Program Expenses
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1. Review data to assure teacher information is complete with school name, professional personnel salaries, service personnel regular, temporary part-time personnel, PEIA, other fringe, accreditation, faculty senate, direct and indirect costs not to exceed 5% of total.
2. Review brief description of how funds will be utilized.
3. Carl Calvert will download all Form 9a's into Excel.
4. Sherri Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

5. Ron Grimes will process budget and communicate approval.

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Form 9b – Adult Preparatory Worksheet

**NOTE: State Fund Purposes
WVDE Perkins funds may not be used for Adults**

Initial Review

Sherri Nash

Program	Tuition Per Student	Lab Fee	Application Fee	Books	Background Check	Cert Testing	Parking	Student Org Fee	Equipment or Other	Cost per Student	Nbr of Students	Total Cost of Students	Revenue Amount	Program Expenses
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1. Review data to assure completion of program, tuition, lab fee, application fee, books, background check, certification testing, parking, student organization fees, equipment, cost per student, number of students, total cost of students, revenue amounts, and program expenses.
2. Carl Calvert will download all Form 9b's into Excel.
3. Sherri Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

4. Ron Grimes will process budget and communicate approval.

WVDE CTE STAFF USE

Form 10a Application for Approval of Continuing Administrative Services

**NOTE: State Fund Purposes
WVDE Perkins funds may not be used for Adults
Assure Perkins Total Administrative Expenditures Do Not Exceed 5%**

Initial Review

Sherry Nash

School	Name	Job Title	Email Address	Days Employed	Percent Time (Ex: 100.00)
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1. Review data to assure administrative services information is complete with school name, job title, email, days employed and percentage of time.
2. Carl Calvert will download all Form 10a's into Excel.
3. Sherry Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

2. Ron Grimes will process and communicate approval.

WVDE CTE STAFF USE

Form 10b Application for Approval of Continuing Support Services

**NOTE: State Fund Purposes
WVDE Perkins funds may not be used for Adults**

Initial Review

Sherri Nash

School	Name	Job Title	Days Employed	Percent Time (Ex: 100.00)
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1. Review data to assure support services information is complete with school, name, job title, days employed and percentage of time.
2. Carl Calvert will download all Form 10b's into Excel.
3. Sherri Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

3. Ron Grimes will process budget and communicate approval.

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Form 11 Adult Part-Time Class Hours

**NOTE: State Fund Purposes
 WVDE Perkins funds may not be used for Adults**

Initial Review

Sherri Nash

INSTRUCTION AREA	CLOCK HOURS PLANNED (No Commas)
OCCUPATIONAL:	FY-2012
Agriculture	<input type="text"/>
Marketing	<input type="text"/>
Health Occupations	<input type="text"/>
Family & Consumer Science Occupations	<input type="text"/>
Office Occupations	<input type="text"/>
Technical/Industrial Occupations	<input type="text"/>
TOTAL	<input type="text" value="0"/>

1. Review data to assure instruction areas and clock hours are complete.
2. Carl Calvert will download all Form 10b's into Excel.
3. Sherri Nash will provide Ron Grimes with analysis tables.

Final Review

Ron Grimes & Cindy Burkhammer

4. Ron Grimes will process budget and communicate approval.